

Reading Passages and Readability Levels

First Grade	Fall	5	1	0	1.3*
First Grade	Winter	31	6	1	1.5*
First Grade	Spring	73	11	4	1.9
Second Grade	Fall	81	9	2	2.0
Second Grade	Winter	103	8	3	2.5
Second Grade	Spring	120	12	11	2.9
Third Grade	Fall	124	9	10	3.0
Third Grade	Winter	128	10	16	3.5
Third Grade	Spring	165	9	17	3.9

* The readability level for short passages is difficult to pinpoint with exact accuracy. It is important to use sight words and decodable words appropriate for this grade level.

** This number reflects the total number of words in the Idaho Reading Indicator (IRI) testing passage and not the expected words correct per minute as reflected on the Oral Reading Fluency Chart from page 21 of the IRI Instructional Support Guide.

Decode and Spell

Grade Assessed		
1 st , 2 nd , and 3 rd	Consonants	Beginning- all (qu) Ending- b, d, g, m, n, p, t Soft c, g- circle, giraffe
1 st , 2 nd , and 3 rd	Ending consonants	x, f, ll, ss, zz **g(e) as /j/: large **ble as/bl/: table
1 st , 2 nd , and 3 rd	Beginning consonant blends	bl, cl, fl, gl, pl, sl, br, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, tw, **str
1 st , 2 nd , and 3 rd	Consonant digraphs	ch, sh, th: thin, that, wh, ph
1 st , 2 nd , and 3 rd	Ending consonant blends	mp, nd, ft, lt, nt, lf, st, nk, ng
1 st , 2 nd , and 3 rd	Silent consonants	ck, kn, lk, wr
1 st , 2 nd , and 3 rd	Vowels	Short Long: a-e, e-e, i-e, o-e, u-e, **igh – high
1 st	Words	vc & cvc words
1 st , 2 nd , and 3 rd	r-control	ar, er, ir, or, ur
1 st and 2 nd	Vowel digraphs	ai, ee, oa, ea
1 st , 2 nd , and 3 rd	Variant vowel digraphs	*oo: toot, **ue: glue, oo: book, **aw: paw
2 nd , and 3 rd	Diphthongs	oi, oy, ou, ow
3 rd	Contractions	I 'm, he's, she's, it's, ___ 'll (she'll) ___n't (won't)
3 rd	"y" as long "i"	sky, why, fly, my
2 nd , and 3 rd	Affixes	-s, -er, -ed, -ing, -un
2 nd , and 3 rd	Grammatical endings	Double final consonant+ -ing, drop final "e" + -ing

*Assessed in First Grade

**Assessed in Second Grade

Third Grade Skills



Third Grade Skills Assessed

Fall

1. Read sight words
2. Read a story
3. Answer comprehension questions

Winter

4. Read sight words
5. Read a story
6. Answer comprehension questions
7. Spelling

Spring

8. Read sight words
9. Read a passage
10. Answer comprehension questions
11. Spelling

Skill One - Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters, or noodles.

Write the words in salt, sugar, sand or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.

Third Grade Skills



- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence
 - ✓ Make up a story using all the words
 - ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this.*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly." (Fry, E.B., J.E. Kress, and D.L. Fountdidis.

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The Reading Teacher's Book of Lists. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

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Third Grade Skills



Skill Two – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning); and
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency.

Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis. Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.

Third Grade Skills



- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel 2000. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for

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their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multi-syllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76.

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Skill Three – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:

Describe – list descriptive words for a concept, character or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things, or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.
Have students read (or read to them) the beginning of a story.
Ask a question.
When answered, have students determine the context for the answer:
In the Book –
“Right There,” “Think and Search”
In My Head –
“On my Own,” “Author and Me”
- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):**
Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines.
Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading.
Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans "The Challenges of Classroom Strategy Instruction" *The Elementary School Journal* 89.3, 1989 p. 325).

Comprehension strategies can and should be taught using a direct explanation approach (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information" (Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157).

Third Grade Skills



Skill Four – Read Sight Words

Notes and Suggestions

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Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
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 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence

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- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
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Skill Five – Read a Story

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- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
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- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.

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- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice to read a passage to sound like a radio announcer.
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- Music: Student hums to get the feel and intonation of the words.
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"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

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Third Grade Skills



Skill Six – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
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Cause and Effect – list story events or character actions and what caused them.

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Sequence – record the chain of events in a story

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- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
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- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions, and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

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Skill Seven - Spelling

Notes and Suggestions

"Writing is oral language on paper to convey meaning; spelling is part of writing and a partner to reading. They walk hand in hand down the road of literacy. Perhaps the mystery of spelling is that there has never been any mystery at all. It is a simple process of integration in the sensory system: phonemic awareness with symbol imagery" (Nanci Bell in *Seeing Stars* p. 160).

Spelling Instructional Sequence

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Explicit Practice with Phonemic Analysis
- Teaching Basic Sound-Symbol Correspondences
- Teaching Regular One-Syllable Patterns
- Early Introduction of Inflections (i.e. -ed)
- Conditional Word and Syllable Patterns (i.e. tall, glove, most)
- Homophones
- Syllable Patterns and Syllable Juncture (open and closed)
- Latin and Greek Morpheme Patterns
- About Ending Rules

Spelling Lesson Plan (Memorizing Words as Wholes)

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Look at the word;
- pronounce the word;
- say the letter names;
- recall how the word looks with the eyes closed;
- look back at the word and check;
- write the word;
- check and repeat if necessary.

Recommended Spelling List

- 70% patterns
- 30% high frequency

Third Grade Skills



Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, R. Sitton High-frequency spelling words (see appendix), and local curriculum guides for teaching sequence.

Teaching Ideas

- Phonics: Students practice spelling words with regular and conditional phonics patterns.
- Sight Words: Students practice spelling sight and high frequency words.
- Word Lists: Students spell words from oral dictation.
- Word Sorts: Open – Student creates categories and sorts words. Closed – Teacher chooses categories and student sorts words.
- Word Study Notebook: Student organizes words for use in writing, games, word sorts, etc.
- Encourage second language students to use what they know about their own language to learn English. For example:

English	Spanish
color	color
flower	flor
family	familia
class	clase
baby	bebé

- Read Rhyming books to children. Study the similar spelling patterns.
- Make flip-books that illustrate word families or spelling patterns.
- Consider modifying your spelling program to meet students' developmental spelling needs.

Supporting Research

"The ability to decode and spell unfamiliar-in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they learn to spell words they need in their writing." (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountoudidis. *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

Third Grade Skills



"Poor spellers do not visually recognize word spellings completely or quickly enough to use any but the simplest and most salient orthographic features in their identification. In contrast, good spellers visually recognize a complex set of regular and irregular spelling patterns and can link them to pronunciations effortlessly and accurately. Unfortunately, many poor spellers become poor readers in later grades because they do not have a complete enough representation of spelling patterns in their memory and thus cannot process individual letters of words with the ease necessary for fluent reading. If students cannot be persuaded to pay more attention to less familiar orthographic patterns, neither their reading nor their spelling will improve" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990, p. 394).

"Temporary or approximated spelling techniques (in which children approximate the spelling of the words they hear or want to write) are also very useful, especially in giving teachers constant information about how well a student is learning particular letter/sound correspondences or phonemic awareness...Subsequent activities based on that diagnosis can be used to improve learning and give students additional practice in connecting sounds to letters" (Honig, Bill. *Teaching Our Children to Read: The Role of Skills in a Comprehensive Reading Program*. Thousand Oaks, CA: Corwin Press, Inc., 1996, p. 63).

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Skill Eight – Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters or noodles.

Write the words in salt, sugar, sand or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence

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- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountdidis. *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill; Diamond, Linda; Gutlohn, Linda. *Teaching Reading Sourcebook CORE*, 2000, p. 9.14.

Third Grade Skills



Skill Nine – Read a Passage

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning); and
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate); and
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency.

Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.

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- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing. (See Appendix).
- Music: Student hums to get the feel and intonation of the words
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Specific Strategies for Reading Expository Texts:

- Text Features: Teacher makes explicit expository text features and explains the relationship between text organization and information.
- Student uses knowledge of expository text features to enhance understanding. Features include:

Title	Table of Contents	Drawings	Maps
Photographs	Glossary	Index	Headings
Labels	Bold Print	Italics	Graphs
Lists	Diagrams	Bullets	
Captions	Key Words	Charts	
- Access prior knowledge
- Brainstorm
- Predict
- Question
- K-W-L
- Skimming
- Rereading
- Use context clues, pictures and graphics.
- Monitor reading rate – adjust rate for task and text.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency had the goal of helping students achieve an 85-word-per-minute criterion

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rate, before moving to the next passage. He describes the desirable stage of "automatic reading":

"At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

Skill Ten – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:
Describe – list descriptive words for a concept, character, or event in a story.

Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things, or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- Direct Thinking and Reading Activity (DRTA): Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- Question Answer Relationship (QAR): Student follows QAR format.
Have students read (or read to them) the beginning of a story.
Ask a question.
When answered, have students determine the context for the answer:
In the Book –
“Right There,” “Think and Search”
In My Head –
“On my Own,” “Author and Me”
- Retelling: Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- Activate Prior Knowledge: Preview the text, brainstorm information about the topic.
- Set a purpose for reading: for information, enjoyment, etc.

Supporting Research

“When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests” (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans. "The Challenges of Classroom Strategy Instruction." *The Elementary School Journal* 89.3, 1989 p. 325).

"Comprehension strategies can and should be taught using a direct explanation approach" (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information" (Fountas, I.C., and G.S. Pinnell, *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157).

Skill Eleven – Spelling

Notes and Suggestions

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